

2025-2026 Innovation School Plan

Creativity Challenge Community (C3)



Table of Contents

[About this Template](#)

[Template Directions](#)

[Cover Page for Colorado Department of Education and Checklist](#)

[Letter to your School Community](#)

[Innovation Plan Narrative](#)

[Section I: Educational Program Flexibilities](#)

[Section II: Teaching/Staffing Flexibilities](#)

[Section III: School Management and Leadership](#)

[Section IV: Governance and Budget Flexibilities](#)

[Section V: Proposed Flexibilities \(Optional\)](#)

[Section VI: Innovative Practices Outside of Waivers \(Optional\)](#)

[Innovation Plan Waivers](#)

[Appendix A: Evidence of Engagement and Support from Administrators, Teachers and CSC](#)

Cover Page for Colorado Department of Education and Checklist

Complete the following cover page for the Colorado Department of Education (CDE).

When submitting an Innovation Plan to the Colorado State Board of Education, the following document must be completed. For additional information about the submission process, please see CDE's Fact Sheet, [Innovation Act Waiver Requests](#). Please do not submit your requests via DropBox or as a Zip file.

School Name: Creativity Challenge Community

School District: Denver Public Schools

Contact for Innovation Plan (Name, Title, and Email): Brent Applebaum and AJ Keglovits

Please answer the following questions to help CDE review the Innovation Plan as efficiently as possible.

Is this plan for a new school or an existing school?

Existing

Has the school applied for status as an Alternative Education Campus (AEC)?

No

(If yes, please explain: _____)

Has the school been assigned to a Priority Improvement or Turnaround plan?

No

Is the school a recipient of the federal School Improvement Grant (1003(g))?

No

An Innovation Plan ***must be submitted along with the following documents:***

- ☐ A signed resolution from the local school board, signaling approval of the plan and intent to submit the plan to the State Board for its approval;
- ☐ A separate document listing the state laws and State Board rules that the school is seeking to waive, as well as "replacement plans" for each of those waivers (i.e., a description of the manner in which the school will comply with the intent of the waived statutes or rules and will be accountable to the state for such compliance); and
- ☐ A separate document showing the school's prior year budget (if an already existing school) and a proposed budget, including funding required for all innovations to be implemented. This budget should include all costs associated with innovations, including staffing costs, and information about any local, state, federal or private funds the school anticipates receiving.

An Innovation Plan ***must include the following components:***

- ☐ A statement of the school's mission and why designation as an innovation school would enhance the school's ability to achieve its mission;
- ☐ A description of the innovations the school would implement;
- ☐ A description of the improvements in academic achievement that the school expects to achieve as a result of the innovations. For example, a school may expect to see a narrowing in achievement gaps, or a decreased dropout rate, or increased scores on state or local assessments;
- ☐ A list of the programs, policies, and/or operational documents at the school that would be affected by the innovations, and how these would be affected. For example, if a school proposes to extend the school year, that would affect the school's calendar. Other examples of programs/policies/documents that may be affected include the following:
 - o the research-based educational program the school would implement;
 - o the length of the school day and year at the school;

- o student promotion and graduation policies;
 - o assessment plans; or
 - o staffing and/or compensation plans;
- ❑ The school's prior year budget (if an already-existing school) and a proposed budget, including funding required for all innovations to be implemented. This budget should include all costs associated with innovations, including staffing costs, and information about any local, state, federal or private funds the school anticipates receiving;
- ❑ An estimate of the cost savings and increased efficiencies that the school expects to see as a result of the innovations, if any;
- ❑ Evidence that a majority of the administrators employed at the school consent to designation as an innovation school;
- ❑ Evidence that a majority of the teachers employed at the school consent to designation as an innovation school. (Note: for a school that is seeking to waive one or more of the provisions of a collective bargaining agreement, the school plan must include evidence of approval of at least 60% of the members of the collective bargaining unit who are employed at the innovation school. The approval must be gathered by means of a secret ballot vote.)
- ❑ Evidence that a majority of the school accountability committee for the school consent to designation as an innovation school
- ❑ A statement describing the level of support for designation as an innovation school demonstrated by other persons employed at the school, students and parents of students enrolled in the school, and the community surrounding the school.
- ❑ A description of any statutes or any regulatory or district policy requirements that would need to be waived for the public school to implement its identified innovations; and
- ❑ A description of any provision of the collective bargaining agreement at the school that would need to be waived for the school to implement its identified innovations.
- ❑ Any additional information required by the local school board of the school district in which the innovation plan would be implemented.

.....

Letter to your School Community

This letter is one way that community stakeholders can get an overview of how innovation status impacts your school. It gives an overview that can help families and community stakeholders understand why the school is seeking innovation status and how the school plans to use it. Be sure to respond to these questions:

- Why is it important for the school to have innovation status?
- What are the most important uses of innovation at your school? How do these uses benefit students, staff, and/or the school?
- How were staff and other stakeholders engaged in the development of the plan? *(To satisfy a requirement of the Innovation Schools Act, please include a statement on the level of support that exists for your innovation plan from other staff employed at the school, from students and families, and from the surrounding community, as well as a description of how you determined this.)*

Please limit your letter to a maximum of 2 pages.¹



C3 Community,

The purpose and scope of the Innovation Accountability Team is to provide strategic direction and ensure fidelity of implementation of C3's Innovation Plan. This year, both our school and our innovation zone, the [Luminary Learning Network](#), are going through the review process. Review is a periodic process in which schools have the opportunity to work as a community to revise their plans. In mid-January, all DCTA covered staff members will have the vote in a secret ballot on both the school and zone innovation plans. Additionally, our Innovation Accountability Team (IAT) and the administration will sign letters to show support.

In DPS, the process for Innovation Review is set in Article 30 of the DCTA contract. It is the role of the IAT to determine engagement strategies. We will be meeting during the month of August to decide how to gather input from stakeholders and [revise our current plan](#). We will form a writing team, which will be composed of the IAT and any interested staff or community members. If you would like to be a member of the Innovation Review Plan Writing Team, please let us know by August 29th. All staff members should expect regular email updates from the team and a final draft should be ready by the end of October. After that, the plan is reviewed by district staff before a final version is presented for the staff vote. In February, the DPS Board of Education will vote on the plan.

¹ [DPS Policy ADE](#) (Innovation in Education) includes several criteria that are not comprehensively addressed by this template. You may optionally choose to address these criteria as part of your letter: 1) How will innovation status help improve qualitative factors like school culture and parental involvement? 2) How will innovation status help promote equity of access to high quality support services for all students including multilingual learners and students with disabilities?

Of course, it is important that all stakeholders have the opportunity to provide input on the plan. In order to facilitate this, the IAT has planned the following:

1. Join the IAT (nominate yourself or someone else if you are interested and can make the commitment). Please see the nomination form in this week's Chatter, get one from the front office, or print from the attachment to this email. Nominations are due at 4:00pm on September 2nd. Bios and candidates will go out September 3rd and voting occurs through 4:00pm September 10th. Announcements of the new members will be shared by September 11th at 4:00pm. Our new IAT members will be meeting the following week and the following dates outlined below.
 - Nomination Form linked [here](#).
 - Participate in the community engagement activities listed in the timeline below.
 - Be part of the C3 Innovation Plan Renewal Writing Team, meeting the following requirements:
2. Join the writing team, which will be composed of the Innovation Accountability Team, C3 Teacher Advisory Council members, C3s DCTA Representative and any additional staff and/or community members that are able meet the participation requirements as follows:
 - Available to attend as many meetings as possible
 - To keep integrity around the writing process, attendance at working meetings is strongly encouraged
 - Innovation Renewal Working Meeting Dates:
 - September 16th Innovation Review Work Meeting 3:00-5:00pm
 - September 23rd Innovation Renewal Work Meeting 1:00-3:00pm
 - October 6th Innovation Renewal Work Meeting 3:00-5:00pm
 - October 16th Virtual Touchpoint Innovation Renewal Work Meeting 7:45-8:15am
 - October 31st 12:30-1:30pm (or before depending on finalized timeline) Innovation Renewal Work Meeting 8:30-10:30am (formatting meeting)*attendance not required

The writing team will follow a process of reviewing the current plan and then determining edits and changes, as needed. The final draft should be ready by the end of October and then the final plan will be voted on by the C3 Staff and the DPS Board of Education in January, 2026.

Opportunities to engage, provide feedback and learn more are listed below:

September 12th 8:45-9:15am	Coffee with Admin at C3 Innovation Community Engagement Session for Families. Staff are invited to join as well. (Required by DCTA Article 30-2-6)
Week of Sept 15th	IAT Meeting to Discuss Innovation
September 24th from 11am-12pm	Q&A with LLN Staff on the zone plan
October 21st	All Staff Meeting to Review Draft Plan (C3 Staff Only)
Last Week of October	Submit Draft Plan for DPS Review and Feedback

*Luminary Learning Network staff hold office hours at each school and attend IAT/staff/writing team meetings as requested by the school.
School leaders and TAC members engage with staff on zone renewal as requested.

Please reach out to Brent and AJ with any questions.
Thank you,
AJ & Brent

.....

Innovation Plan Narrative

A. School Mission, Vision, and Values

Mission: Why We Exist

Creativity Challenge Community (C3) fosters a learning environment that empowers students to think creatively, to solve problems, to learn in collaboration with local artistic, scientific and cultural partners, and to challenge and care for each other to our highest potential as leaders and learners. We emphasize independent learning in a collaborative setting to develop kind, courageous thinkers.

Vision: What We Want to Be

Students, families, caregivers, educators, and all community partners work together to create a strong culture of kind, courageous thinkers. At Creativity Challenge Community (C3), every member of the community takes responsibility for their learning and contributes to the learning of others. We embody compassion to ourselves, to others, and advocate for our community. We think creatively, achieve at high levels, and embrace challenges. Our collaborative community is committed to culturally responsive practices and restorative approaches, ensuring all community members are seen, heard and celebrated.

Values: What’s Important to Us

The community affirmed the values below as aligned to our school’s name. As our community is ever changing, we will continue to revisit and revise our values.

Creativity	Challenge	Community
Nature	Achievement	Gratitude
Health	Accountability	Integrity
Humor	Commitment	Engagement
Hope	Flexibility	Equity
The Arts	Freedom	Diversity
Open-mindedness	Fun	Inclusivity
Individuality	Humility	Helping others
Curiosity	Knowledge	Kindness
Fluency	Courage	Collaboration
Originality		Connection

Model: Who We Are Serving

Creativity Challenge Community (C3) opened in August 2012 as a new Innovation elementary school for Denver Public Schools. Over the last 10 years, we have grown from 90 students in first and second grade to 306 students in Kindergarten through 5th grade. Since we opened in August 2012, our Innovation status has supported our mission and vision which drives all aspects of our work from our students to our staff and our broader community. At C3, each member of the learning community strives to think creatively, achieves at high levels, embraces challenges, and works with our community of families and over 12 city-wide community partners.

C3 was created in 2012 as an additional school option to alleviate overcrowding in southeast Denver schools. C3 also continues to provide a less traditional option for students in the surrounding neighborhoods who have historically opted out of DPS for private schools. All students are enrolled through the DPS SchoolChoice lottery system with specific priorities. Our school priority list is as follows: staff children, siblings of current students, students in the neighborhood boundaries of Ellis, Cory, and Steele Elementary Schools and students in Denver who qualify for FRL, all other Denver residents, and then non-Denver residents. Our 2024-2025 student population is made up of over 14.4% FRL, 12% of students have IEPs, 7% MLLs. Families report the following enrollment by ethnicity: Multiple Races 8%, Black 2%, Asian 2%, Hispanic 13%, White 75%. In 2024-2025, C3's population was approximately 43% from the neighborhood priority zones, which include Cory, Ellis and Steele Elementary. In 2024-2025, C3 had enrolled 9% from outside of Denver Public Schools. C3 has outperformed Denver Public Schools year over year in CMAS Literacy and Math (see appendix C).

Since inception, the goal has been to create a pipeline of students from C3 to Merrill Middle School and on to South High School. In 2024-2025, 46% of C3 fifth grade students continued on to Merrill Middle School for 6th grade. Increased enrollment and community engagement have since been achieved through strong partnerships across C3 and Merrill leading to both schools being at or above capacity.

C3 seeks to remain a proud member of the Luminary Learning Network, Denver's first innovation zone. The LLN is a diverse-by-design organization that was founded by educators, in service of educators. We remain committed to one critical common interest: achieving tangible academic and social-emotional success for all students as described in the LLN's Innovation Plan and modeled through our [LLN Shared Values](#). As an LLN school, we benefit from the continuity of working with consistent and like-minded peer groups which allows for deep relationship development and genuine support in alignment with our school's unique innovation plan.

The C3 school community is deeply committed to both innovation status and membership in the Luminary Learning Network. However, in the event the LLN ceases operations, whether for reasons within or beyond its control, C3 will retain its innovation school designation, and all associated waivers shall remain in effect while the school transitions to District supervision. The school will not be required to revise its innovation

plan or conduct a new consent vote, and the existing plan will remain in effect until the next scheduled review cycle.

Classroom Models

C3's program follows two different classroom models. In grades 1 through 5, teachers utilize a "platooning" model. Instruction is divided by content. One grade-level teacher instructs literacy for and the other grade-level teacher instructs math and science. Social studies is taught at each grade level and grade level teams determine together how they will share that instructional content area. In Kindergarten, C3 uses the "stand-alone" model with one grade-level teacher in the classroom teaching all subjects. All students participate in art, music, physical education, [curiosity crews](#), and community partnerships in order to address the development of the whole child. Knowledge, standards, and skills are brought in through project based units of study grounded in Universal Design Theory as well as integrated into community partner work. Factual knowledge is stressed but there is also a focus on accessing information with creative applications and developing critical thinking skills along with collaborative work structures. C3 is committed to the process of learning as well as the product. This instructional approach is made possible by innovation flexibilities around scheduling, curriculum, and professional development.

We recognize there are diverse student needs, both above and below grade-level. Therefore, our teachers utilize learning theory models as well as Integrated Content and Language Development (ICLD) strategies. Teachers differentiate for learning differences including [gifted and talented](#), multilingual learners and interventions when providing instruction. Various structures used include: direct whole-group, ability grouping, enrichment, individualization, and cooperative learning techniques. In addition, classroom instruction engages student learning through the emphasis on higher order thinking skills, student choice, investigations, creative/critical thinking, creativity development, compacting tiered instruction, and adjusted pacing. We have a full commitment to use multiple resources to enhance and serve student needs.

Classroom Structure and Community

Our teachers provide a high degree of structure for overall classroom management. In addition, students use self-directed instruction with the teacher as a facilitator to complement the learning process. C3 strives to build flexible classroom environments. As one example, in addition to traditional seating, we also utilize non-traditional and flexible seating options and furniture such as rocking chairs, standing desks, and collaborative workspaces, while maintaining the structure necessary to maximize student learning and enhance individual performance.

Students' social-emotional development and self-esteem are an integral and interrelated function of the school. It is important to our teachers to build a sense of classroom community because the classroom is the primary community at C3. Our programming focuses on the whole child with support from our social-emotional curriculum and school psychologist, providing daily lessons on respect, kindness, navigating emotions, and compassion. We refer to this as KCT or Kind, Courageous, Thinkers.

Our innovation plan relies on the waivers we are submitting to run our programming with fidelity and in alignment to our school’s mission and vision, while also achieving at high levels to support Denver Public Schools Strategic Roadmap. Having the flexibility that we are requesting in this plan provides us the opportunity to work closely with our Community Partners, offering a school model that differs from a traditional school model. We believe that learning occurs best when it is authentic and connects the classroom experience with the world around us.

C3 has worked hard to create a shared mission and vision within our school community including our teachers, staff, students and families. Through this collaborative process emerged the profile of a school that pursues innovative educational ideas and opportunities, ensuring that a whole child approach is at the center of that work. An example of this innovative approach can be seen in our work to establish our Community Partners program. During partnerships, students spend one day a week at different organizations in the greater Denver Metro area. Each grade-level will have three to four partnerships a year that spans four to six weeks. Student experiences are then integrated into the classroom, providing project and problem-based learning and interdisciplinary opportunities that bring learning to life. Our students are receiving a unique education that is challenging the status quo of traditional education. The real-world applicability gained through these new experiences have motivated our students and ignited their curiosity, which has led to C3 becoming one of the highest performing schools in Denver Public Schools (DPS). We are proud to have spearheaded this and other innovative efforts that have led to direct student gains and without our Innovation status would not have been possible.

Please see attached planning documents.

[UIP Link](#)
[Community Partner Handbook](#)

B. Innovation Plan Goals

- During the renewal process for innovation status, all schools will be considered based on their progress towards district goals, as set in Board policy. Presently, DPS utilizes the State School Performance Framework (SPF) to determine school performance, and so this framework should be used for setting school goals and evaluating progress. Please detail in the table below the specific measurable goals you will use to measure the academic performance of the school as a result of implementing this innovation plan, including current performance in those areas.
- How will innovation status (including the specific flexibilities identified in the plan) support the school with accomplishing goals set by the district, goals set in the innovation plan, and improving outcomes for students?

Table 1. Innovation plan goals.

Performance Indicator/Other Assessment or Measure	Current/Baseline Performance	2025-2026 Goal	2026-2027	2027-2028

iStation/DIBELS Grades K-3	87% on grade level	90% on grade level	90% on grade level	90% on grade level
CMAS ELA Grades 3-5	75% Meets or Exceeds	77%	80%	83%
CMAS Math Grades 3-5	65% Meets or Exceeds	70%	73%	75%

As detailed throughout this plan, innovation status provides the flexibility to align time, staffing, and professional learning with our school's model, ensuring educators have the conditions needed to drive student growth and meet District and school goals.

C. Innovation Plan Onboarding

As we begin the hiring process in the spring, we start all interviews by sharing about C3, our model and pedagogical approach, and our innovation plan. Once we move through the process and recommend a candidate for hire, we send the candidate our innovation plan via email and ask them to review it and confirm that they understand our innovation plan (See example below).

When a position is officially offered, a Principal Partner states again that C3 is an innovation school within an innovation zone, explains our flexibilities and the direct impact on teachers/other staff, gives the candidate access to our plan, and gives the candidate an opportunity to ask questions and get clarification. As part of the onboarding process, teachers receive an offer email that they have to respond to that clearly states C3 is an innovation school within an innovation zone, and again giving them access to our flexibilities and plan. All onboarding processes adhere to District hiring best practices.

Once we recommend a candidate for hire we send an email asking the candidate to review our Innovation Plan and confirm that they have reviewed and recognized the plan.

Sample Language:

Hi (Teacher)

Can you please respond to this email confirming you understand C3 is an Innovation School within DPS and you have reviewed our Innovation Plan (attached).

Thanks,

(C3 Administration)

Once our new staff member is onboarded from DPS, they begin to meet with our school's admin team and New Teacher Ambassador. The admin team and New Teacher Ambassador work with our new staff to discuss all things C3 outlined in our current Innovation Plan. The admin team and this individual are well-versed in the plan and associated waivers and are on the School Leadership Team.

Our school dedicates a full day in August during staff professional learning to anchor into the strategies laid out in our Innovation Plan and to ensure we are utilizing our flexibilities well in support of our school's objectives. This includes our community partnership work, curiosity crews and Data Driven Instruction goals.

C3 has utilized a succession plan model to sustain a strong school leadership pipeline that continues well beyond an individual leader. When hiring for a principal partner, we work closely with our school's IAT, hiring committee and the LLN Executive Director. Once a new leader has been identified, the LLN Executive Director will help coordinate the established process with Denver Public Schools Leadership Team, including the Superintendent to put forward the top candidate recommended by the C3's hiring committee, IAT and staff. Outlined in this process is the importance of growing strong leaders, ensuring C3 has a pipeline of leaders who understand both C3 and Innovation while continuing to provide the highest quality education possible for Denver Public Schools. To align our formal structure with the strong leadership already present, C3 is implementing a shared leadership model. This change will recognize the existing responsibilities and long-standing partnership between our current principal partners. We are collaborating with the Executive Director to finalize and reflect this shared title in our official staffing and have outlined this throughout the Innovation Plan.

C3 is dedicated to sustained school leadership through a robust succession plan that cultivates a strong, internal leadership pipeline. This approach is designed to grow exceptional candidates from within who deeply understand C3's culture and Innovation plan, ensuring a consistent "through-line" for our school's mission. To formalize this development and leverage existing expertise, C3 will transition to a Principal Partner model in the 2026 school year. This new structure recognizes the shared leadership, collaborative decision-making, and long-standing partnership between the current Principal and Assistant Principal, aligning with compensation and structures at other Zone schools. This model is a core part of a broader distributed leadership strategy that elevates talent at all levels, from Principal Partners to Senior Team Leads and committee representatives. In the event a new leader is not identified within C3, the LLN will work to identify a leader that understands C3's context and can effectively deliver on the goals identified in this Plan..

The process for selecting a new Principal Partner is rigorous and collaborative, prioritizing internal knowledge and stability. It begins with the Innovation Accountability Team (IAT) making an interview recommendation to LLN leadership. The LLN will form a committee, which we anticipate will include members of the IAT (who deeply understand the current internal pipeline).Crucially, the LLN is responsible for the ongoing development and evaluation of school leaders, using adapted District procedures (like LEAD) to ensure alignment with C3's instructional program and providing dedicated training. This comprehensive strategy, detailed throughout the Innovation Plan, ensures C3 maintains high-quality education by building and supporting strong leaders from within the organization.

Section I: Educational Program Flexibilities

In the table below, use each prompt² to describe in detail each of the school's requested existing educational programming flexibilities, making sure to address the Standards of Quality for that specific flexibility. If your school is not interested in a specific flexibility, please mark the row N/A.

² The template lists flexibilities that schools have previously used and may choose to use again. DPS Authorizing and Accountability encourages schools to only select flexibilities that support the school.

Educational Program Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Select Associated Waivers
Calendar	Rationale Creativity Challenge Community may utilize calendar flexibilities for several reasons. The calendar and scheduling changes will be submitted to the district within the required timeframe to ensure alignment with hiring, onboarding, transportation, facilities, and other operational services. • <u>Strategic Professional Development</u>: We exercise the flexibility to provide our own professional learning, which is augmented by the flexibility of being in an innovation zone. Each year, staff development days are selected in part based on the school priorities developed by the Partnership and codified in the Unified Improvement Plan. Additionally, this flexibility allows teachers and staff additional time to create meaningful units of study coupling standards based instruction and Community Partnerships, which provide hands-on learning opportunities with Denver organizations. • <u>School Specific Needs</u>: We have worked with our staff and families to identify some variations from the district calendar that promote sustainable work loads. This currently includes extending each school day by 7 minutes in order to allow for additional professional development and teacher planning days beyond what the district provides. Staff reports back to work one day before DPS teachers which allows for one day of non-student contact/non-teacher workday to provide part of an October break, which is a time of the year when we have historically seen an increase in Personal Day requests. Additionally, the school leadership team has approved hosting Family Conferences over two evenings (4 hours each evening) in October, and extending the Fall Break by an additional day, giving staff a 4 day weekend during mid-October. This has allowed for staff to have a few days to recuperate and rejuvenate before heading into the months of November and December. In our current calendar for SY 25/26, there are several adjustments as compared to the district calendar, while still meeting all state requirements for instructional contact time. We add 7 minutes to	DCTA CBA: ☒ Article 1-8: Definition of "School Year" ☒ Article 8-1-1 ☒ Article 8-1-2 ☒ Article 8-1-3 ☒ Article 8-1-4 ☒ Article 8-1-5 Professional Standards- Calendar Subsections State Statute: ☒ 22-32-109(1)(n)(I): Schedule and Calendar ☒ 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact ☒ 22-33-102(1) Definition of "Academic Year"

	each school day in order to do the following (which are always built into our school calendar and communicated to the community when the calendar is released) • <u>Additional 7 minutes daily</u> reflected on the annual C3 School Calendar and Bell Times Allows us to do the following: • <u>Implement PL days and time off differently than the district calendar:</u> As noted above, we schedule different professional learning days based on our UIP and the unique programming offered at our school with Community Partnerships and Curiosity Crews. To be responsive to our community needs, we determined significant benefit to strategically scheduling PL and time off for teachers and students in the fall and mid-winter. • <u>Enhanced summer planning and preparation:</u> We have an additional day of summer training for staff, allowing for time to introduce new staff to our unique programming along with providing LLN collaboration time between teachers, leaders, LLN staff across all schools. In the future, we may make other changes to the calendar based on feedback and school priorities using the process described below. Any additional minutes to our school day that go above and beyond the DCTA contracted hours will result in calendar days being comped for staff to align to the DCTA contract. The C3 community will be notified of the yearly calendar shortly after the DPS calendar has been released and approved. Work Days The C3 calendar currently has teachers working 186 days (per calendar submitted to payroll), including hours totaling 174.5 student contact days (per school calendar posted on the school's site) Process The draft calendar is developed annually by the leadership team. The Principal Partners work with district staff to ensure compliance with district calendar requirements and state minimum requirements for student contact. The calendar is brought to all staff at a staff meeting in late winter/early spring and then it is brought to the Innovation Accountability Team for approval. The SLT will then vote to approve the final calendar when ready. The calendar is finalized by the annual date communicated by district operations for planning needs, which typically is May 1 after which, we share with the school community via The Chatter and The Staff Bulletin along with posting on our website.	
--	---	--

	Supporting Families and Staff We currently work with Discovery Link to provide childcare, whenever possible, on days that we do not have school. In our weekly communication to families, we highlight when our school calendar varies from the district calendar. If staff need to attend professional development during a student contact day, we work to arrange coverage so they can attend.	
Schedule & Professional Standards	Schedule Flexibilities Rationale and Adjustments: Noted above, our instructional day is lengthened by 7 minutes. Our teacher planning time during the instructional day meets or exceeds the weekly minimum of 300 minutes (see section 8-2 and 8-3). (We currently exceed the minimum by 45 minutes weekly.) This schedule adjustment allows us to use these flexibilities to support teachers and students by allowing time instructionally for Curiosity Crews and Community Partners. Additionally, if determined necessary, C3 will build 0-3 additional professional learning days into the calendar while still balancing teacher work days and student contact days, and providing extra pay, if necessary. Schedule Process: A master schedule is developed each year by the School Leadership Team based on the agreed-upon calendar and the DCTA requirements. Multiple iterations will be developed until the schedule meets all the programmatic and professional requirements. The schedule will then be taken to the staff for final iteration and approval. The schedule will be submitted to the district concurrently with the calendar to ensure compliance with operational requirements. All other aspects of Article 8 in the DCTA contract, besides those related to Forty (40) Hour Work Week, will be observed.	DCTA CBA: ☒ Article 1-8: Definition of "School Year" ☒ Article 8-2 ☒ Article 8-3 ☐ Article 8-4 ☐ Article 8-5 ☐ Article 8-6 ☐ Article 8-7 ☐ Article 8-8 ☐ Article 8-9 ☐ Article 8-10 Professional Standards- Calendar, Year, Day, Class Size & Load State Statute: ☒ 22-32-109(1)(n)(I): Schedule and Calendar ☐ 22-32-109(1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact
Extra Duty Compensation	C3 will work with the DPS HR department to ensure that all necessary processes are followed, including an annual review of the school's compensation philosophy to ensure sustainability, transparency and equity. Describe how staff will be compensated for extra time worked or additional responsibilities/activities through a compensation philosophy, including an overview of how the school will handle that compensation process (e.g. if extra hours worked will be submitted via True Pay, who will make that submission and on what timeframe?)	CBA: ☒ DCTA - Article 28: Extra Duty Compensation ☒ DFPNSE - Article 19: Compensation ☐ DAEOP - Article 10.2: Compensation State Statute: ☒ 22-32-109(1)(f): Local Board Duties Concerning

	When applicable, C3 will submit a compensation philosophy each year that describes additional compensation for staff through stipends and extra duty pay. The compensation philosophy document will be approved by the IAT, reviewed by HR and submitted to DPS compensation by the date indicated on the submission form. See here for the current compensation philosophy. C3 will provide extra duty compensation through both extra duty pay and through stipends. When staff work beyond their contracted hours for specific assignments, those hours will be tracked in True Pay. We currently require staff to ask for permission prior to extending hours beyond their contract as a fiscally responsible approach and to ensure extra hours are clearly communicated. C3 will have the flexibility to add staff to our TLC staff model. District TLC allocation is set for schools, based on their size across the District. C3 goes above the number of funded positions for Team Specialist, and would like the flexibility to do so with STL as well. C3 pays for these increased positions using our own budget and matches their stipend to that of the other funded specialist. C3 may seek to provide extra duty compensation for professional development, additional duties above and beyond job description, teachers assuming leadership roles, etc, which will support the school by additional adult learning for better instruction, developing adults to better serve kids, and providing much needed additional support for the safety of students, and allowing for the continuation of the effective distributive leadership model which speaks to the need for a sustainable work staff, who in turn are there on a consistent basis for our students. We will follow Article 28 of the DCTA contract to determine compensation. This is essential because we focus on creativity as a school. One of our team specialists focuses entirely on creativity leading our school's PD and coaching on the subject. As a result, this allows us to compensate them for their work. Another example is supporting our high percentage of students receiving special education services. We have outlined a SPED TLC position. C3 is requesting a waiver to modify the compensation structure for teachers who participate in overnight trips, such as the DPS Ballarat trip.	Selection of Personnel and Pay
--	---	---

	Under the current DCTA Article 28-14, teachers receive a flat rate of \$100 for an overnight trip. C3 proposes to offer teachers who participate in these trips two alternative compensation options, both of which exceed the current DCTA agreement: 1. Additional Pay: Teachers will receive an additional 7 hours of pay. 2. Personal Day: Teachers can choose to take a personal day off following the overnight trip. C3 will cover the cost of a substitute (Guest Teacher) for that day.																			
Curriculum and Assessment	C3 utilizes district approved curricula and assessments, included in the tables below: Provide the current selections for curricula: <table><tr><th>Curriculum Subject</th><th>Commercial Program Name</th></tr><tr><td>Mathematics</td><td>Illustrative Math (IM)</td></tr><tr><td>ELA Grades K-2</td><td>CKLA-Science of Reading</td></tr><tr><td>ELA Grades 3-5</td><td>CKLA- Science of Reading</td></tr><tr><td>SEL K-5</td><td>Bullyproofing Your School, Empowering Education, Zones of Regulation, CASEL.</td></tr></table> Provide the current selections for assessments: <table><tr><th>Assessment Subject</th><th>Assessment Type</th></tr><tr><td>Math</td><td>IM Checkpoints and End of Unit Assessments, IXL and CMAS</td></tr><tr><td>ELA</td><td>CKLA, DIBELS, end of unit writing samples, CMAS, Handwriting Without Tears, Keyboarding Without Tears</td></tr><tr><td>SEL</td><td>BESS Data</td></tr></table>	Curriculum Subject	Commercial Program Name	Mathematics	Illustrative Math (IM)	ELA Grades K-2	CKLA-Science of Reading	ELA Grades 3-5	CKLA- Science of Reading	SEL K-5	Bullyproofing Your School, Empowering Education, Zones of Regulation, CASEL.	Assessment Subject	Assessment Type	Math	IM Checkpoints and End of Unit Assessments, IXL and CMAS	ELA	CKLA, DIBELS, end of unit writing samples, CMAS, Handwriting Without Tears, Keyboarding Without Tears	SEL	BESS Data	State Statute: ☒ 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks; ☒ 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards
Curriculum Subject	Commercial Program Name																			
Mathematics	Illustrative Math (IM)																			
ELA Grades K-2	CKLA-Science of Reading																			
ELA Grades 3-5	CKLA- Science of Reading																			
SEL K-5	Bullyproofing Your School, Empowering Education, Zones of Regulation, CASEL.																			
Assessment Subject	Assessment Type																			
Math	IM Checkpoints and End of Unit Assessments, IXL and CMAS																			
ELA	CKLA, DIBELS, end of unit writing samples, CMAS, Handwriting Without Tears, Keyboarding Without Tears																			
SEL	BESS Data																			

	Using the assessments noted above, as well as daily, ongoing formative assessments in the classroom, we create data cycles that work with individual teachers to look at data and provide teachers, coaches and administrators with accurate and substantial data analysis. This data review happens biweekly and impacts instruction on an ongoing basis. In addition to CKLA and Heggerty, we enhance literacy instruction through full staff training in Orton Gillingham practices, which is a science-based literacy program. C3 teachers incorporate these practices into their daily small group instruction. These elementary literacy curricula are reviewed annually, and meet and exceed the CDE's requirement for research based literacy instruction. If we determine district-provided curricula are not meeting the needs of our students, we will seek further enhancement to our above selections through tailored research-based and data-driven methods based on the Science of Reading and inquire about district processes to be followed to implement that curricula. C3 will participate in the universal flexibilities process when selecting a new curriculum, and will follow the district approval process if seeking to implement a new curriculum outside of this process. If curriculum flexibility is not provided by DPS, C3 will retain flexibility to make changes to their curriculum in accordance with state and legal requirements.	
Professional Learning	DPS offers 3 full days of central office facilitated PD (25-26 calendar). We have had to shift this due to the DPS calendar changes in recent years and decrease of DPS PD days. We offer 1 additional full pd day in August prior to the official DPS start date. Additionally, we utilize the 3 DPS school directed planning days. They are spread out throughout the year and some of them are half days. Working with different outside and contract professionals in their field is tailored to the needs of the students, staff and community. For example, we worked with CU professor Vanessa Santiago Schwartz for over 4 years. She facilitated professional learning for the C3 staff that was focused around diversity and inclusion, UDL, backward planning and differentiation that was tailored to the needs of our students, staff and community. This year, we have identified a need for professional learning around executive functioning and have partnered with Cognitive Connections and Sarah Ward who are providing professional development focused around the exact needs of our students.	State Statute: ☒ 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks; ☒ 22-32-109(1): Adopt Content Standards and Plan for Implementation of Content Standards

	Some examples of focus areas for professional learning include (but are not limited to): Executive Functioning, Culturally Responsive Education, Data Driven Instruction, Orton Gillingham, Whole School Data Dig Days, Community Partnership learning, Social Emotional Learning, Gifted Education and Creativity. We are additionally utilizing the flexibility to have a team specialist focused on Creativity for our students. Although we participate in many of the offered PD days, we value the opportunity to have professional learning days that align specifically with identified needs within C3 classrooms regarding instruction and student learning. We will have the flexibility to increase our professional learning days throughout the year, while also supplementing professional learning internally when that provides more beneficial learning experiences for our staff and students. We have consistently participated in the following professional learning offered by the District in the following areas. DPS PDDays, CKLA Training, CDE Science of Reading Training, Beyond Common Core (Specials Teachers) PD Day Sessions, and all required DPS training, such as Multilingual Education, Mandatory Reporter, CMAS training, etc. This flexibility is intertwined with our calendar and schedule flexibilities, as these waivers allow us to extend and tailor our approach and offerings for professional learning. Specifically our extended day of 7 minutes allows for the flexibility to schedule and plan additional days and times for professional learning throughout the year. C3 also participates in the Teacher Advisory Council (TAC) with all of the other LLN Schools. This provides for a shared approach to professional learning across the Zone. Zone wide professional development occurs through opportunities to collaborate with other LLN teachers and leaders through regularly scheduled meetings and professional learning. Additionally, the LLN TAC has afforded the opportunity to LLN staff to participate in self-directed learning. Self-directed PD has provided choice and autonomy for teachers to choose what and how they want to learn which has increased teacher participation and enthusiasm. Additional in-service learning days have occurred in the past for lab classroom experiences. LLN leaders meet twice per month. These opportunities are focused on logistics from DPS, problems of practices, as well as building walk with focused feedback related to school goals. Finally, C3 also participates in an annual site review	
--	---	--

	to provide constructive feedback using the SWOT analysis to improve school outcomes. School staff will still complete all training related to health, safety, and other legal compliance including special education and Multilingual Education.	
--	--	--

Section II: Teaching/Staffing Flexibilities

In the table below, use each prompt to describe in detail each of the school’s requested existing teaching/staffing flexibilities, making sure to address the Standards of Quality for that specific flexibility. If your school is not interested in a specific flexibility, please mark the row N/A.

Teaching/Staffing Flexibilities														
Flexibility Area	Detailed Flexibility and Rationale	Select Associated Waivers												
Recruitment and Hiring	Creativity Challenge Community seeks to retain the flexibility to begin the hiring process before the standard DPS process. This flexibility results in a larger candidate pool and the ability to hire earlier in the hiring process.	DCTA CBA: ☒ Article 13-7 Hiring Timelines ☒ Article 13-8 Personnel Committee ☐ Article 14-1 Summer School Teaching Positions												
	In accordance with the Equal Pay for Equal Work Act, C3 will post vacancies when they become open. Each school year, the school will work with the district Human Resources office to determine system availability, procedures and timelines for staffing to ensure timely recruitment and posting for open positions through the district website.													
	<table><tr><th>Key Dates</th><th>Description</th></tr><tr><td>December</td><td>Reach out to DPS HR to set Personnel Committee training</td></tr><tr><td>December-January</td><td>Intent to Return surveys due</td></tr><tr><td>December-January</td><td>Investigate district opportunities (hiring fairs, hot lists)</td></tr><tr><td>Mid January</td><td>Set internal positions</td></tr><tr><td>Mid January</td><td>Post known positions based on Staff Intent to Return. Follow DPS protocols</td></tr></table>	Key Dates	Description	December	Reach out to DPS HR to set Personnel Committee training	December-January	Intent to Return surveys due	December-January	Investigate district opportunities (hiring fairs, hot lists)	Mid January	Set internal positions	Mid January	Post known positions based on Staff Intent to Return. Follow DPS protocols	
Key Dates	Description													
December	Reach out to DPS HR to set Personnel Committee training													
December-January	Intent to Return surveys due													
December-January	Investigate district opportunities (hiring fairs, hot lists)													
Mid January	Set internal positions													
Mid January	Post known positions based on Staff Intent to Return. Follow DPS protocols													

		with posting jobs for a minimum of 5 days.
	Third Week of January	Begin reviewing resumes
	Last Week of January	Phone interviews begin
	First-Second Week of February	Teachers begin to come to C3 to teach
	End of First-Second Week of February	Offer first option job
	Rolling Dates	Post second round of positions
	Rolling Dates	Start phone interviews
	Rolling Dates	Interviews and lessons
	Hiring Process: The C3 administration team coordinates hiring at C3, and shall be responsible for hiring all staff and implementing a hiring process that best meets the needs of the innovation school, including: • Establishing a hiring committee that supports the hiring process, including being part of the interview team; ◦ The school leaders may decide to include some or all members of the Hiring Committee in a particular interview panel. Hiring Committee decisions are made by consensus when possible. Should the Hiring Committee fail to reach consensus, the school leaders shall cast the deciding votes. ◦ To the extent possible, the Hiring Committee shall include representatives from staffing areas that will be affected by the new hire. ◦ During school breaks, school leaders will make every effort to convene the Hiring Committee. However, if committee members are unavailable, principals have the authority to move forward with the hiring process independently. ◦ Vetting resumes to surface highly qualified candidates who represent the diversity of our student population; • Conducting phone interviews with questions created by the Committee that help candidates focus their responses on their understanding of equity in education; • Observing candidates as they teach a demo lesson with a set of criteria to guide observations, with a specific focus on how candidates enact their understanding of equity in the classroom;	

	• And conducting formal interviews that allow candidates to address their understanding of equity and anti-racist pedagogy. • The Hiring Committee keeps our school's teacher-led Partnership and Lead Partners apprised of progress being made in filling open positions with reports to the Partnership twice monthly. • In addition, C3 works with DPS HR for all aspects of hiring outside of our internal interview process. We have an assigned recruiter, an HR representative and onboarding support staff.	
Reduction in Building Procedure	We are requesting this waiver to support our RIB process to make it as equitable and fair as possible. • First, we would meet with our IAT to determine the deficit in funding and impact on staffing. • The IAT determines next steps (identifying which positions might be up for consideration, surveying staff around intent to return, exploring job share opportunities, etc.) as well as cost analysis for staffing positions. DPS HR is involved as needed. • If there are multiple teachers impacted based on a financial RIB situation, a committee will be created, in compliance with HR protocol, and trained, to begin the interview process for those position(s). In the process described in Article 13-9, the "Personnel Committee" will be replaced by a "Staffing Committee" that will include at least one Lead Partner and two Partners who are not Lead Partners. This group will intentionally differ from the Hiring Committee, which will be focused on teacher recruitment during the budgeting process. For all decisions that would be made by the Personnel Committee, the Staffing Committee will make recommendations that will be decided upon by the full Partnership. • If a staff member is part of the consideration RIB group, they won't participate in the hiring committee. • The process for determining consideration groups will be the same as described in the DCTA contract. "A reduction in building occurs when there is declining student enrollment; budget constraints; program changes or eliminations; school redesign, consolidation, or closure; or shifts in staffing allocations." All timelines for making RIB decisions will follow the contract or applicable district guidance. The Partnership, rather than the IAT, will charge the Staffing Committee with the task of conducting a RIB process, though the IAT will still advise school leaders on the budget	DCTA CBA: ☒ 13-9 Reduction in Building Staff (RIBS)

	and staffing.	
--	---------------	--

Section III: School Management and Leadership

In the table below, use each prompt to describe in detail each of the school's requested existing management and leadership flexibilities, making sure to address the Standards of Quality for that specific flexibility. If your school is not interested in a specific flexibility, please mark the row N/A.

School Management and Leadership Flexibilities		
Flexibility Area	Detailed Flexibility and Rationale	Select Associated Waivers
School Leader Training and Development	Beginning in the 2026 school year, C3 will officially transition to a two Principal Partner model. Under this structure, both Principal Partners will be supervised by the LLN Director of Leadership and Learning and treated in the same manner as Lead Partners under the DSLA contract. This model formalizes C3's approach to shared leadership by ensuring that decision-making is collaborative, responsibilities are distributed across leaders, and administrators are compensated equitably in alignment with practices at other Zone schools with partner leadership structures. C3's approach to principal development is embedded within a long-term vision for maintaining a vital and sustainable path for the school by supporting and growing leadership from within. This approach involves intentional hiring, co-leading and collaboration at the school leadership level, and distributing leadership throughout the school at all levels. Some of these roles include: Principal Partners, Senior Team Leads, new teacher ambassador, early literacy specialist, math specialist, and committee representatives for the following, allowing leadership to percolate throughout the building: DCTA, Teacher Advisory Council, Innovation Accountability Team, among other ongoing and emerging opportunities. Within this matrix of distributed leadership, C3 has successfully grown and nurtured its new Principal Partner candidates from within. This approach has allowed the school to maintain a "through-line" in the implementation of our school's plan while allowing new leaders to emerge and bring their own unique leadership qualities to continue to build and improve upon our approach. C3 strives to hire	State Statute: ☒ 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development

	leaders from within. If no internal candidate is viable, the LLN helps identify leaders who understand C3's context and innovation. Should the need arise to hire a new school leader, the school, as a member of the Luminary Learning Network, partners with its community and the LLN to identify the leader who best fits its unique mission and needs. The LLN works with the school to form a diverse selection committee and lead a transparent, collaborative process for identifying, interviewing, and recommending candidates in alignment with Denver Public Schools best practices. Final approval is granted by the LLN Executive Director, LLN Board, and DPS Superintendent. Following selection, the new leader is coached and supervised by the LLN Director of Leadership and Learning. For full details, see the LLN Zone Innovation Plan. To ensure development and evaluation of school leaders based in best practices, the LLN will support the District by evaluating leaders of the school while it is in the Zone and make recommendations for retention or dismissal to the District. LLN will use district evaluation procedures [i.e. LEAD], but adapt the sub-standards so they are in alignment with the instructional program at the school, and define the performance metrics for school leaders that are compliant with applicable state law, including the Licensed Personnel Performance Evaluation Act, which will be reviewed annually. School leaders in the LLN receive training in multiple areas, including but not limited to: • School/Unified Improvement planning including data analysis, root cause identification, and development of major improvement strategies • Operational support including budgeting, enrollment, scheduling, hiring, safety and security • Continuous instructional improvement through data and strategic planning, including implementation of coaching and data cycles, shared templates, and areas of focus; utilizing these focus areas in professional learning days • School leadership development through collaboration and learning with leaders across the zone, focusing on problems of practices, learning from successes from previously years/schools • Community engagement support and communications The LLN's Director of Leadership and Learning meets regularly and works directly with C3 school leaders to identify areas for growth and to identify related supports for leader professional learning across	
--	--	--

	the zone and individually. This can include seeking executive coaching support directly through the District. C3 may choose not to participate in principal training through the district. C3 leaders attend all district universal meetings and all meetings related to operations, health, safety and other legal compliance, culturally responsive teaching, special education and multilingual education.	
--	---	--

Section IV: Governance and Budget Flexibilities

In the table below, use each prompt to describe in detail each of the school's requested existing governance and budget flexibilities, making sure to address the Standards of Quality for that specific flexibility. If your school is not interested in a specific flexibility, please mark the row N/A

Governance and Budget Flexibilities				
Flexibility Area	Detailed Flexibility and Rationale			Select Associated Waivers
School Committees	Committee Name and Acronym	Members	Brief Overview of Responsibilities	District Policy: ☒ BDF-R4 Collaborative School Committee (If the SLT and CSC are combined): DCTA CBA: ☐ Article 5-5: School Leadership Team ☐ Article 5-6: Instructional Leadership Team State Statute: ☒ 22-32-126: Employment and Authority of Principals
	Innovation Accountability Team (IAT)	- School Leaders (Principal, Principal Partners, and/or AP) 3-4 parents, whenever possible 1 parent will be an adult member of an organization of parents, teachers, and students recognized by the school." - K-2 teacher, whenever	The purpose and scope of the IAT is to provide strategic direction and ensure fidelity of implementation of the Innovation Plan. Responsibilities include: - Participate in the development and implementation of the school's innovation plan - Participate in monthly	

	<table border="1"> <tr> <td data-bbox="300 86 610 789"></td><td data-bbox="610 86 922 789"> possible • 3-5 teacher, whenever possible • 1 classified employee, whenever possible • 1 community member, whenever possible </td><td data-bbox="922 86 1279 789"> one-hour IAT meetings for a two-year term. The IAT is not a replacement for the: The School Leadership Team (SLT) The SLT reviews data and collaborates on the development of the UIP and professional development among its responsibilities. The School Leadership Team is comprised of Principal Partners and teacher leaders. </td></tr> </table>		possible • 3-5 teacher, whenever possible • 1 classified employee, whenever possible • 1 community member, whenever possible	one-hour IAT meetings for a two-year term. The IAT is not a replacement for the: The School Leadership Team (SLT) The SLT reviews data and collaborates on the development of the UIP and professional development among its responsibilities. The School Leadership Team is comprised of Principal Partners and teacher leaders.	
	possible • 3-5 teacher, whenever possible • 1 classified employee, whenever possible • 1 community member, whenever possible	one-hour IAT meetings for a two-year term. The IAT is not a replacement for the: The School Leadership Team (SLT) The SLT reviews data and collaborates on the development of the UIP and professional development among its responsibilities. The School Leadership Team is comprised of Principal Partners and teacher leaders.			
	Our “Innovation Accountability Team” (IAT) is essentially the same as a “Collaborative School Committee” – a committee of school leaders, teachers, and parents, which functions to support the implementation of our school's innovation plan. The IAT will make decisions by consensus. Additionally, here are the C3's IAT Bylaws. If consensus cannot be reached, a Principal Partner will have final decision making power. In addition to the responsibilities required in state statute, our monthly meetings include the following areas of focus: School Leader Hiring: The selection of school leader candidates (called Principal Partners at C3) for LLN schools is done in partnership with unique school-based leadership committees, and in alignment with best practices as outlined in DPS's hiring process: • School leader hiring at C3 is conducted in partnership with the Luminary Learning Network (LLN), in alignment with the process outlined in the LLN Zone Innovation Plan. The hiring process is designed to honor both community voice and DPS best practices, while ensuring the selected candidate aligns with the school's mission, vision, values, and Innovation Plan. • The IAT serves in an advisory capacity and plays a key role in launching the school leader hiring process. Specifically, the IAT helps form a School Principal Selection Advisory Committee (SPSAC), which includes representation from staff, families, and community members and is responsible for reviewing				

	applications, engaging the community, and recommending a finalist to the LLN. • Final hiring decisions are made by the DPS Superintendent with input and approval from the LLN Executive Director, LLN Board, and the C3 IAT. Once hired, the school leader is supervised by the LLN Director of Leadership and Learning and participates in ongoing collaborative support structures across the Zone. Following the hire of a new school leader, that individual begins their coaching and reporting relationship with the LLN Staff, in which the implications of being in a Zone structure are continued to be discussed in additional detail. The new hire is invited to participate in shared LLN collaborative structures which often involve discussion of issues germane to innovation zone schools specifically. • Act as the school accountability committee for the school by reviewing annual data and understanding school focus areas for improvement based on these data (Regular review of UIPOne). If the district or state requires action in terms of performance, IAT will make recommendations for taking required actions for improvement. Serve as a thought partner for strategic programmatic decisions involving the direction of the school. (advisor) • Lead the development of a community-engaged process for writing and renewing our innovation plan (lead) • Review school budget and ensure alignment with innovation plan/UIP priorities (advisor) • Make recommendation to LLN and District in regard to principal hiring (advisor) • Approve the school's calendar (advisor) • Determine direction and process for IAT meetings, including meeting frequency, agenda setting, and calendar for decisions and topics for the year, and maintain IAT by-laws (lead) • Increase the level of parent engagement in innovation planning and implementation (lead). This includes: ◦ Attending key functions and events related to school innovation plan development and implementation, and generating interest and engagement among parents, families, and community members at events ◦ Advocating and educating school community about key components of school innovation plan through collaborative development of collateral and presenting at meetings ◦ Supporting nomination and election process for new IAT members by outgoing members including:	
--	---	--

	■ Communication to parents/families regarding nomination process, responsibilities to IAT and timeline for nominations/voting ■ Managing nomination and election process through regular means of school communication (see IAT by-laws for detailed information) ■ Having one combined meeting of outgoing and incoming IAT members to train/prepare for next terms ■ When possible, IAT members will be selected in alignment with state statute. *Key decisions (budget, principal hiring and other lead and support decisions as detailed above) made based on consensus, when consensus cannot be reached, the principal will have final decision making power.	
Budgeting on Actual Teacher Salaries	C3 since its inception has budgeted off of average teacher salaries. We wish to maintain this practice. As a result, we are not seeking a specific waiver for this process. We are looking to maintain our current status.	No Associated Waivers

- a. To satisfy a requirement of the Innovation Schools Act, below this section's flexibility table, describe any cost savings or efficiencies the school anticipates as a result of innovation status. As part of the school's template, please also submit a current-year budget and a projected budget for the first year of innovation status.

Funding Sources	FY26	Estimated FY27	Estimated FY28
SBB Base	\$ 2,045,610	\$ 2,053,018	\$ 2,053,018
General Fund	\$ 168,513	\$ 168,513	\$ 168,513
Mill Levy	\$ 462,739	\$ 462,739	\$ 462,739
Tiered Support			
Other	\$ 52,053	\$ 52,053	\$ 52,053
All Other Fall Adj (excl CF, BA)			
Sub Total	\$ 2,728,915	\$ 2,736,323	\$ 2,736,323
Forecast Input			
Reserve	\$ 102,000	\$ 51,000	\$ -
Carry Forward	\$ 27,611		
Grants	\$ 40,000		
PTA/PTO/Misc Fund 13	\$ 160,000	\$ 160,000	\$ 160,000
New Union Agreements	\$ 7,408		
Input Sub Total	\$ 337,019	\$ 211,000	\$ 160,000
Total Resources	\$ 3,065,934	\$ 2,947,323	\$ 2,896,323
Enrollment (estimated flat)	306	306	306

Attachment - 3-Year Budget³

Section VI: Innovative Practices Outside of Waivers (Optional)

In the table below, provide an overview of innovative practices you would like to share in your innovation plan that are not connected to waiver-based flexibilities.

Please note: While the sharing of innovative practices is critical for collaboration between innovation schools to disseminate best practices, these innovative practices follow all state, district, and DCTA CBA policies. As such, these practices are subject to change throughout the term of this innovation plan.

Innovative Practices	
Innovative Practice	Rationale and Specific Benefits
Community Partnership	One innovative practice is our partnership with Community Partners around Denver. Some of our partnerships include, South Platte River Environmental Education (SPREE), Moraporida Dance, Clyfford Still Museum, History Colorado, Denver Botanic Gardens and the Denver Center for Performing Arts. C3 Students partner with 3-4 Community Partners during the year. Each partnership lasts 4-6 weeks. Our students spend one day a week at

³ You may work with your Budget Partner to meet this budget request. Please contact the Authorizing & Accountability team to determine support needed.

	different organizations in the greater Denver Metro area. Student experiences are then integrated back into the classroom providing project-based learning and interdisciplinary opportunities that bring learning to life. Our students are receiving a unique education that is challenging the status quo of traditional public school education.
Class size support:	To provide class size support, and to support the recruitment and training of new teachers in Colorado, we work with residents from the Boettcher funded PEBC Teacher Residency program, DU Teacher Residency Program and other teacher residencies. We will follow the DCTA guidelines and best practices of trying to keep our classroom sizes to around 25 students with an enrollment of roughly 306-312 students school-wide. We will also look for other opportunities to partner with student teacher programs such as Metro, CU and DU.
Curiosity Crews	Curiosity Crews are designed after Joe Renzulli's "curiosity clusters," also known as enrichment clusters, are a key component of his Schoolwide Enrichment Model. They are designed to promote authentic, student-driven learning in mixed age groups. Some examples include: ● Student-Led and Interest-Based: The clusters are non-graded groups of students who come together to pursue a shared interest. The topics are often generated from student and teacher surveys, ensuring genuine engagement. ● Focus on Authentic Learning: The goal is for students to act like real-world professionals—such as scientists, journalists, or artists—by applying knowledge and skills to a real-world problem. The core principle is that all activity is directed toward producing a product or service for an authentic audience. ● Teacher as a Facilitator: In a curiosity cluster, the role of the teacher shifts from an instructor to a coach, mentor, and guide. They provide resources and support, allowing students to take ownership of their learning. Essentially, these clusters are a way to move beyond traditional classroom instruction and allow students to explore their passions in a way that builds creative, critical thinking, and collaborative skills in mixed aged groups.

Innovation Plan Waivers

In order to implement their desired flexibilities, innovation schools may request waivers from district policies, state statute and rules, and from applicable collective bargaining agreements. The school is responsible for identifying the flexibilities that would best support the school, while district staff will support the school in developing the specific waivers and replacement plan language that would enable the school to best access those flexibilities. Once you have determined the flexibilities your school would like to pursue, the Authorizing & Accountability Office will identify the necessary waivers to implement your flexibilities and develop the exact replacement policy language, in consultation with the school to ensure it accurately represents the desired flexibility. For information on current flexibilities for innovation schools, see the [Innovation Guidebook](#). Once you have developed your draft innovation plan, the specific waivers will be inserted at the end of the plan.

In developing an innovation plan, schools should be aware that federal requirements cannot be waived under the Innovation Schools Act process. This would include, for example, provisions of the Individuals with Disabilities in Education Act and Every Student Succeeds Act. In addition, the following state laws and regulations may not be waived (this list is not exhaustive):

- Public School Finance Act of 1994 (article 54 of title 22, C.R.S.);
- Exceptional Children's Educational Act (article 20 of title 22, C.R.S.);
- Data for school performance reports, including state assessments (Part 5 of Article 11 of Title 22, C.R.S.);
- Fingerprinting and criminal history record checks of educators and school personnel;
- Children's Internet Protection Act (article 87 of title 22, C.R.S.); Requirement to post online the list of waivers that have been obtained;
- State assessments (22-7-1006.3, C.R.S.);
- School Accountability Committees (22-11-401, C.R.S.);
- Requirement to post online the list of waivers that have been obtained (22-44-305, C.R.S.);
- Notification to parents of alleged criminal conduct by school employees (22-1-130, C.R.S.);
- Requirements concerning suspension and expulsion of students in preschool through second grade (22-33-106.1, C.R.S.);
- Provisions concerning discrimination based on hair texture, hair type, or a protective hairstyle that is commonly or historically associated with race (22-30.5-104(3), C.R.S., 22-32-110(1)(k), C.R.S., 22-63-206(1), C.R.S.); or
- Any statutes that are not included in Article 22, including but not limited to the Public Employees' Retirement Association Act (Article 51 of Title 24, C.R.S.).

In accordance with the DPS Board's [Executive Limitation 12 \(Employee Treatment\)](#), further explained in [this memo](#), the Superintendent will not recommend approval of any innovation plan that seeks to waive:

- The Teacher Employment Compensation and Dismissal Act (TECDA), with the exception that schools may continue to seek waivers of C.R.S. 22-63-201, which permits flexibility on licensure for non-core content subjects and C.R.S. 22-63-402, which pertains to supplemental compensation;
- The following articles of the DCTA collective bargaining agreement
 - Article 7 (grievance rights);
 - Article 8-1 (Contract Year), (subsections to 8-1 will still be waivable);
 - Article 10 (Performance Improvement Process);

- Article 11 (complaints against teachers); and/or
- Article 30 (Professional Compensation System).

Additionally, in accordance with [ADE-R](#), the Superintendent will not recommend approval of innovation plans that seek to waive any of the following DPS Policies:

AB	School Performance Framework
ABA	School Performance Compact
ADE	Innovation in Education
AF	Charter Quality Authorizing Policy
EBAB	Hazardous Materials and Asbestos Management
ECA	Building Safety and Security Policy
FAP	Facility Allocation Policy
FF	Naming of Facilities
FN	Shared Campuses
FN-R	Regulation regarding Shared Campuses
IHBHD	Gilliam Center
IKE/IKE-R	Promotion, Retention and Acceleration of Students (specifically the requirement that parents/guardians agree with a retention decision)
JC	Student Assignment
JC-R	Regulation for Student Assignment
JF	Admission and Denial of Admission
JK	Student Conduct and Discipline Procedures
JK-R	Student Conduct and Discipline Procedures Regulation
JKA	Restraint of Students
JKA-R	Restraint of Students Regulation
JFABD	Homeless Students
JFABD-R	Regulation for Implementation of Homeless Student Policy
JFABE	Students in Foster Care
JFABE-R	Students in Foster Care Regulation
JHB	Student Attendance and Truancy
JHB-R	Regulation for Student Attendance
JHB-R2	Attendance Procedures for Different Learning Environments
JICF	Gang Activity Prevention
JICG	Use of Tobacco by Students
KDE	Emergency Management
EEA	Transportation
EEA-R1	Regulation for Transportation of Students in School Buses
EEA-R2	Student Transportation in Private Vehicles

Appendix A: Evidence of Engagement and Support from Administrators, Teachers and CSC

Please explain and link any documentation of staff and community engagement conducted by the school in designing and writing the innovation plan. This could include a description and list of staff and/or community meetings held regarding innovation, materials used during these meetings or in the development of the plan, committees or teams utilized to write the innovation plan, trackers used to monitor engagement communication, or any other means by which the school engaged its community or gathered feedback on the innovation plan. When describing these engagement opportunities, please also include how many people attended and how participation was structured (i.e. open to everyone, committee with specific membership, etc.).

[Innovation Accountability Letter of Support](#)

[C3 Innovation Renewal Engagement Tracker](#)

Appendix B: C3 2025-2026 School Calendar

[C3 2025-2026 School Calendar](#)

Calendar Changes re: Flexibilities 25-26

Flex 4 hours from 10/2 and 4 hours from 10/9 to have off 10/13. 1/3 days from extra minutes used on 10/14.

Teachers work 8/8 to have off 5/1

2/3 days for minutes is used on 2/17.

3/3 days for minutes on 3/27

Additional student contact day per grade level for evening events (Clyfford Still, Moraporida, Community Partner Evening student presentations of learning and events)

Appendix C: C3 and DPS CMAS Literacy and Math Historical Data

Historical CMAS Literacy Data (% students met or exceeded expectations)								
	C3 2022	DPS 2022	C3 2023	DPS 2023	C3 2024	DPS 2024	C3 2025	DPS 2025
3rd	64	38	68	37	87	36	73	38
4th	57	36	74	38	62	37	73	36
5th	82	41	70	41	73	43	80	43

Waiver and Replacement Language

If components of this innovation plan, including associated waivers, become impossible to implement due to changes in law, collective bargaining obligations, safety requirements, or operational capacity constraints, the District and Innovation Zone will collaboratively initiate the formal innovation plan revision process required under C.R.S. 22-32.5. Until revisions are approved, the District will make reasonable efforts to support implementation to the extent practicable.

Calendar

DCTA CBA:

- [Article 1-8: Definition of "School Year"](#)
- Article 8-1-1
- [Article 8-1-2 Professional Learning Days/Parent Conference Day](#)
- Article 8-1-3

State Statute:

- [22-32-109\(1\)\(n\)\(I\): Schedule and Calendar](#)
- [22-32-109 \(1\)\(n\)\(II\)\(A\): Actual Hours of Teacher-Pupil Instruction and Contact](#)
- [22-33-102\(1\): Definition of "Academic Year"](#)

The school shall **develop its own annual calendar that supports the mission, vision, and goals stated in the innovation plan**, provided it meets or exceeds the minimum calendar standards of the district and state, including the actual hours of teacher-pupil instruction and teacher-pupil contact.

Schools will follow calendar creation and submission guidance in the District's innovation guidebook.

- The SLT or SLT-equivalent must vote to approve the final calendar, which must be approved no later than the date specified in the innovation guidebook. If no date is specified in the guidebook, the final calendar will be approved no later than April 15th.
- Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar shall serve as the academic calendar for the school. All calendars shall include planned work dates for required staff in-service programs. Once a calendar is adopted, any further changes must be approved by the district. Such changes shall be preceded by adequate and timely notice of no less than 30 days, except for emergency closing or other unforeseen circumstances as determined by the district.
- A copy of the upcoming school-year calendar shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar will be placed on the school's website prior to May 1 of the prior academic year and a copy shall be provided to the school's principal supervisor. The school shall submit their calendar to the district in a timeframe as requested by the district in order to meet requirements for alignment with hiring/onboarding, transportation, facilities and other service provision.

The term “school year” as used in corresponding Articles and policies affecting the school shall mean the school calendar as it is established by the innovation school. This definition will include an identification of days. “Academic year” refers to the year as it is established by the innovation school’s developed academic calendar for the School.

8-1-1 - Newly hired educators shall have access to orientation and/or comparable training opportunities on a schedule that is reasonable and approved by the school.

8-1-2 & 3 - In addition to the district’s professional learning days, a maximum of 0-3 more additional professional learning days will be scheduled each year. If the contract year is extended, teachers will be compensated for additional professional learning days at their regular rate. Any professional development days that do not coincide with those of the district, will be scheduled with input from the CSC to better serve the school community. Notice of professional development days will be provided at least ninety (90) days prior to the end of the school year.

Schedule

DCTA CBA:

- [Article 1-8: Definition of “School Year”](#)
- [Article 8-2 - 8-3: Professional Standards](#)

State Statute:

- [22-32-109\(1\)\(n\)\(I\): Schedule and Calendar](#)

The school may **modify the professional standards outlined in Article 8-2 - 8-10**, as described in the innovation plan, provided it meets or exceeds the minimum calendar standards of the district and state, including the actual hours of teacher-pupil instruction and teacher-pupil contact. All other aspects of Article 8 in the DCTA contract will be observed (all references in article 8 to the SLT will refer to the SLT equivalent).

8-2 Work Week Hours - The work week shall be “40” hours and shall include a minimum of “40” minutes for daily lunch.

8-3 Self-Directed Planning Time - Educators shall receive a minimum of “300” minutes of self-directed instructional planning time per week. Within those self-directed minutes, each teacher shall receive a minimum of “45 minutes” uninterrupted, self-directed instructional planning time per day, scheduled during the school contact day. Classroom transition time (shall not) be part of the weekly self-directed instructional planning time. The “10” minutes before and after the bell (will not) be counted toward this time. Educators whose annual contract is less than full-time (shall) have prorated instructional planning time according to their contracted rate.

Extra Duty Compensation

DPS CBAs:

- [DCTA - Article 28: Extra Duty Compensation](#)
- [DFPNSE - Article 19: Compensation \(Paraprofessional Compensation\)](#)

State Statute:

- [22-32-109\(1\)\(f\): Local Board Duties Concerning Selection of Personnel and Pay](#)

The School has the authority to **determine its own compensation philosophy to provide school determined extra-duty pay and to compensate employees based on school priorities** including activities such as, but not necessarily limited to, additional time, additional roles and responsibilities, coaching, tutoring, professional development or for performance incentive pay, provided that the School submits a Compensation Philosophy to their CSC and HR for annual review and approval. The compensation philosophy must be shared with the school's HR partner no later than the date specified in the innovation guidebook. If no date is specified in the guidebook, the compensation philosophy must be provided to the school's HR partner for review by March 1st.

Pursuant to state law, the DPS board will delegate the duty specified in 22-32-109(1)(f) to the innovation school.

Curriculum and Assessment**State Statute:**

- [22-32-109\(1\)\(t\): Determine Educational Program and Prescribe Textbooks](#)
- [22-32-109\(1\)\(aa\): Adopt Content Standards and Plan for Implementation of Content Standards](#)

The DPS Board authorizes the school to **develop an educational program that aligns to the mission and vision** of the school and supports the mission, vision, and goals stated in the innovation plan. The school will continue to follow the district's curriculum and assessment flexibility process as long as the district continues to operate a process through which schools are provided with curriculum flexibilities. The school may maintain this flexibility if the district changes its policy on curriculum and assessment.

The school's curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school is required to adhere to the READ Act requirements in CRS 22-7-1201 thru 22-7-1214. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.

Professional Learning

- [22-32-109\(1\)\(t\): Determine Educational Program and Prescribe Textbooks](#)
- [22-32-109\(1\)\(aa\): Adopt Content Standards and Plan for Implementation of Content Standards](#)

The DPS Board authorizes the school to **develop professional development that aligns to the mission and vision of the school** and enables the school to implement the innovation plan. As

described in the innovation plan, the School will participate in district-provided coaching and professional development except when such coaching or professional development contradicts the successful implementation of the innovation plan and/or the mission/vision of the school.

The school will continue to follow the district's curriculum and assessment flexibility process.

In determining the School's PD and coaching schedule, the principal supervisor will collaborate with the Principal to ensure that district PD and coaching supports the School in implementing the goals of the innovation plan. The School must participate in all training required for health, safety, equity, and other legal compliance.

Recruitment & Hiring

DCTA CBA:

- [Article 13-7 Hiring Timelines](#)
- [Article 13-8 Personnel Committee](#)
- [Article 14-1 Summer School Teaching Positions](#)

The Innovation School will have autonomy to **recruit staff and make offers to candidates outside of the traditional district hiring calendar.**

The school leader shall be responsible for hiring all staff and shall implement a hiring process that best meets the needs of the innovation school. The school leader, with consultation from the CSC, may establish a hiring committee as described in the innovation plan to provide input into hiring decisions. To the extent possible, the hiring committee shall include representatives from staffing areas that will be affected by the new hire.

During school breaks, the principal can fill positions without attempting to consult the personnel committee or the school's replacement for the personnel committee.

The Innovation School will fill summer school positions with its own teachers to the extent possible. Should additional teachers be necessary, the school will fill those positions with the best possible candidates, not necessarily teachers currently in the District. Teachers will be compensated for summer school time as determined by CSC during the budgeting process.

Reduction in Building Procedure

DCTA CBA:

- [13-9 Reduction in Building Staff \(RIBS\)](#)

The principal, with consultation from the CSC, will follow the RIB process as described in the innovation plan or the process as outlined in Article 13-9.

School Leader Training and Development

State Statute:

- [22-32-109\(1\)\(jj\): Identify Areas in which the Principal/s Require Training or Development](#)

In accordance with the innovation plan, the Principal will participate in district-provided coaching and professional development **except when such coaching or professional development contradicts the successful implementation of the innovation plan and/or the mission /vision of the school.**

In determining the Principal's PD and coaching schedule, the principal's supervisor will collaborate with the Principal to ensure that district PD and coaching supports the school leader and/or leadership team in implementing the goals of the innovation plan.

School Governance and Committees

District Policy:

- [BDF-R4 Collaborative School Committee](#)

(If the CSC is more involved in principal hiring)

State Statute:

- [22-32-126: Employment and Authority of Principals](#)

*The School will utilize innovation status to **modify, the Collaborative School Committee to be the** (IAT or the Innovation Accountability Team). The CSC will comply with State Law on School Accountability Committees (summarized below).*

The membership of the CSC will include at least 7 voting members, with parents constituting the largest group. The CSC will include representation by the the following parties (more representatives can be added in these or other categories, provided parents constitute the largest group):

- Principal or principal's designee
- At least 3 parents or legal guardians of students enrolled at the school
- At least 1 teacher who provides instruction at the school
- at least 1 person who is involved in business or industry in the community
- At least 1 adult member of an organization of parents, teachers and students recognized by the school

The number of members of the CSC will be determined by the principal. Parents on the committee will be the highest represented group. To the extent practicable, the CSC will represent a cross-section of the school community.

The CSC will provide input into principal hiring as described in the innovation plan. The CSC may also choose to follow the typical district process for principal hiring.

The CSC will not:

1. Participate in the day-to-day operations of the school;
2. Be involved in issues relating to individuals (staff, students, or parents) within the school; or

3. Be involved in personnel issues other than principal hiring (the School Personnel Committee will stand alone according to the current DPS/DCTA contract).

Although the school is waiving DPS policy BDF-R4, C.R.S. 22-11-401 and 22-11-402 are not waived.

Summary of State Statute

(This statute is not waived and the CSC must adhere to C.R.S. 22-11-401 and C.R.S. 22-11-402).

Meetings

The CSC will publicize and hold public CSC meetings at least every quarter to discuss whether school leadership, personnel and infrastructure are advancing or impeding implementation of the school's performance, improvement, priority improvement, or turnaround plan, whichever is applicable.

If applicable, the CSC will publicize a public hearing to discuss strategies to include in the school priority improvement or turnaround plan and to review a written school priority improvement or turnaround plan.

Summary of Duties ([see 22-11-402 for state statute verbatim](#))

The CSC will:

1. Act as the school accountability committee for the school.
2. Recommend to the principal priorities for spending school moneys and formulating school budget requests.
3. Advise and make recommendations to the Principal and Instructional Superintendent on the school improvement plan.
4. Advise and make recommendations to the Board of Education on the school priority improvement or turnaround plan.
5. Provide input and recommendations on an advisory basis to the District Accountability Committee and the Instructional Superintendent concerning Principal evaluations.
6. Increase the level of parent engagement in the school. The committee's activities to increase parent engagement will include, but not be limited to:
 - a. Publicizing opportunities to serve and soliciting parents to serve on the CSC. In soliciting parents to serve on the CSC, the CSC will direct the outreach efforts to help ensure that the parents who serve on the CSC reflect the student populations that are significantly represented within the school;
 - b. Assisting the District in implementing at the school the parent engagement policy adopted by the Board of Education; and
 - c. Assisting school personnel to increase parents' engagement with teachers, including but not limited to parents' engagement in creating students' READ plans, in creating individual career and academic plans, and in creating plans to address habitual truancy.

Membership in an Innovation Zone

District Policy:

- N/A

CBA:

- N/A

State Statute:

- [22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel](#)
- [22-32-109\(1\)\(f\): Local Board Duties Concerning Selection of Personnel and Pay](#)
- [22-32-109\(1\)\(g\): Handling of Money](#)
- [22-32-110\(1\)\(h\): Local Board Powers Concerning Employment Termination of School Personnel](#)
- [22-32-109\(1\)\(t\): Determine Educational Program and Prescribe Textbooks](#)
- [Section 22-32-109\(1\)\(aa\): Adopt Content Standards and Plan for Implementation of Content Standards](#)
- [22-32-126: Employment and Authority of Principals](#)

Zone Management and Supervision of District Employees

The ZONE under the authority of its Board of Directors ("ZONE Board") shall oversee and support the ZONE member schools. ZONE shall be an independent Colorado nonprofit corporation and a supporting organization under the Internal Revenue Code. All staff at the School are solely and exclusively employees of the district and the district continues to retain all liability and has final decision-making rights for evaluation, retention, and termination of district employees working in the School.

The ZONE shall support the District by recommending candidates to serve as principals of ZONE Schools, subject to the District's employment authority, and the District's consent shall not be unreasonably withheld, conditioned or delayed. The process and recommendations must be permissible under the terms of the individual school innovation plans and the Zone plan.

The ZONE shall support the District by evaluating leaders of the school while it is in the Zone and make recommendations for retention or termination, as needed, to the DPS Board of Education. ZONE will use district evaluation procedures [i.e. LEAD] as defined by the DSLA agreement, but adapt the sub-standards so they are in alignment with the instructional program at the school, and define the performance metrics for school leaders that are compliant with applicable state law, including the Licensed Personnel Performance Evaluation Act, and the DSLA agreement. The ZONE recommendations are subject to the district's employment authority, provided, however, that the ZONE recommendation shall be followed by the district unless there are clear and convincing reasons otherwise, with such reasons provided to ZONE in writing.

The district will not take action regarding the selection, retention or termination of school leaders without seeking the approval of ZONE. If the parties fail to agree and cannot resolve the dispute, either party may escalate any disputes to the DPS Board of Education.

ZONE has the authority to recruit candidates on behalf of all Zone schools using processes, channels, and timelines of its creation. All hiring of staff will be made according to the individual school innovation plans and District policy.

Zone and Zone School Participation in District Professional Learning

Zone Schools and zone school leaders will participate in professional learning as determined by Zone Schools and ZONE, and shall not be required to attend district training or professional development, unless such practices or requirements are related to the health and safety of students, discrimination or harassment of students and employees, and/or other legally required trainings, or in cases when the BOE determines that the practice or requirement applies to all District managed schools and has not been subject to waiver.

Zone Fundraising

ZONE may receive direct contributions from any source, and may engage in fundraising on its own behalf as well as on behalf of Zone Schools. Such funds shall be the sole and exclusive property of ZONE (in the event of dissolution, any remaining assets would revert to the district, unless prior agreement is reached with the district to distribute to the schools) and shall not in any way reduce allocations to the school as part of DPS annual budgeting. The Zone will provide an accounting to the district regarding funds raised on behalf of Zone Schools in accordance with a Professional Services Agreement.

If at any point the School is no longer a member of the ZONE, only the school-based waivers will apply for the School.